

**Standards Met**

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – Chinese language patterns
- 5.1: Use the target language beyond school

Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “我的妹妹吃了一只熊猫” by acting out the story as it is told in Chinese.
- apply knowledge of numbers, animals, and clothing through a variety of activities

Anticipatory Set

Have students create a food pyramid by coloring and labeling the various food groups. They can review the colors and learn the words for the food groups in Chinese.

<http://www.mypyramid.gov/kids/index.html> - information about the food pyramid and wonderful activities for students

Activity Sequence

Input

1. Put approximately seven key words from the book on the board. Uncover them as they are addressed through TPR (total physical response). The words are as follows: 她吃了 (ate – fingers to mouth), 我们认为 (we thought – finger pointing to head), 她会呕吐 (She would vomit. – second finger in mouth), 她生病了 (She got sick – bend over like has a stomach ache), and 他没有做这件事. (She didn't do it. – shake pointing finger from side to side indicating no.)
2. Read through the story, showing the Power Point and having students do TPR actions (point to words on board if students have trouble remembering the actions)
3. Circle using yes/no questions about the story
4. Hand out visuals and words; students do living order of visuals while the teacher reads the story.
5. Review animals already studied.
6. Give the students random pictures of animals from the story to practice identification and command vocabulary. The following are examples: 用你的手指熊猫 (with your finger, point to a bear); 所有的老虎站起来 (all with tigers, stand up); 所有的老鼠站起来 (all with mice, stand up), etc.
7. Put three stuffed animals in a bag and have the students guess which stuffed animal you are touching. You can give them clues such as 这个动物有条纹. (The animal has stripes).
8. Teacher describes (in English or Chinese) animals in the story and students guess which animal is being described.
9. Discuss different foods and put them into the food pyramid.
10. Draw pictures of siblings and question about what they eat and what makes them sick.

Guided Practice

1. Match phrases from the story with their corresponding pictures.
2. Have students make their own flashcards. These flashcards can then be used to play concentration or memory with a partner.
3. Hide a picture of a vocabulary word while one student is out of the room. The student tries to find the picture with the help of the class. As the student gets closer to the picture, his/her classmates say the name of the animal in Chinese louder and louder. When the student goes away from the picture, the name is said softer and softer.
4. Complete art sheets with numbers and animals.
5. Hand out pictures of animals. Through yes/no questions, students attempt to find out what pictures all their classmates have.
6. Students survey their classmates as to which animals they like and then they can graph the results. They can also survey their classmates as to which foods they like.

7. Talk about pets, and have students say which animals in the story they would like to have as pets.
8. In pairs, students make a sound or action that represents each of the animals in the story. Students can then guess the animal from the actions and sounds done by their classmates.
9. Students determine which word doesn't belong. For example, which word doesn't belong 帽子 红金鸡 裤子 衬衣
10. Put a word from the story on the back of each student. By asking only yes/no questions, the student will try to find out which word is on his/her back. When a student thinks that he/she has the correct answer, he/she asks someone to verify that answer. If the answer is correct, he/she removes the paper and places it in correct category on the board (semantic mapping). This may also be done in pairs or small groups.
11. Review the story again by having the students stand with the correct visual as you read the story.
12. List all the things that my little sister ate.
13. Hand out envelopes with the animals and clothing words found in the story as well as the food words that they learned in the anticipatory set. Then have the students categorize these words as to animals, clothing, foods.
14. Have the students categorize various foods according to the food pyramid.
15. Make a giant mouth with a bag attached or a basket with a cloth around it. Then "feed" it with the animals as the students say the word in Chinese. As it vomits the animals out of its mouth, the students say each animal in Chinese.
16. Have the students dress the animals.
17. Have the students work together to retell the story using the visuals.
18. Create vocabulary sheets for the animals by using the Frayer Model.
19. Students can fill in the semantic analysis chart for the various animals.
20. Have the students play charades with the animals found in the story.
21. Students can play the following games using vocabulary from the story: Human Bingo, Bingo, Pictionary, Hangman, and Fly Swatter game

Extension

1. Create a class counting book.
 - Give each student a page with the picture of 我的妹妹 on it and a number (1-20)
 - Each student thinks of another strange and silly thing the little sister could eat and draws that number of things on the page.
 - These pictures can all be stapled together for a class counting book.
2. Include other Chinese expressions such as 我饿了(I am hungry), 她说(She says), 我的肚子疼 (My stomach hurts), 我喜欢 (I like), 我不喜欢(I don't like), 他/她喜欢 (He/She likes) 他/她不喜欢(He/she doesn't like)
3. Complete a class picture dictionary.
4. Create as a class a book entitled 动物自己穿戴 (The Animals Dress Themselves)
5. Students put on articles of clothing by command

6. Extend to other books such as *There Was An Old Lady Who Swallowed a Fly*.

Evaluation

1. Check comprehension with simple yes/no questions or either/or questions.
2. Give a yes/no quiz in Chinese asking some of the following questions: My little sister eats three snakes. My little sister eats fruits and vegetables
3. Students perform sentences that the teacher says such as 老虎吃帽子.. (The tiger eats the cap).
4. Have the students create living sentences to focus on grammar points that you might wish to emphasize such as singular and plural etc.

Closure

1. Retell the story one last time. Students will fill in the blanks when the teacher pauses.

Connection Activities

Math

- Create word problems from the story and solve these problems using manipulatives.
- Create a class counting book.
- When the number is read in the story, groups of student will create a model of that number. For example when the number three is read, students will collect three objects in the classroom to represent the number three.
- Students will find the pattern in the story. They can then compare this to another pattern storybook.

Language Arts

- Create a story map.
- Dramatize the story.
- Write concrete poetry
- Writing six traits – Sentence Fluency
- Using the three main phrases in the story, each student writes his own book with him/her as the principle character.
- Create own animal and write a story about that animal

Social Studies

- On a map, locate where all the different animals are found.
- Connect to the foods that Native Americans used to eat and also how they used the various animal parts in their survival.

- Research other countries' strange eating habits such as chocolate covered grasshoppers and present these to the class

Health

- Have the students discuss the food pyramid and the importance of healthy eating.
- The students will create paper plate meals being sure to include the necessary food groups.
- My Pyramid Blast Off Game
http://www.mypyramid.gov/kids/kids_game.html
- My Pyramid Worksheet
http://teamnutrition.usda.gov/resources/mpk_worksheet.pdf
- Have students go to the Food Pyramid web site and input their own activity to figure out their intake for the day

Science

- Complete a KWL chart about the animals in the story.
- Complete Semantic Analysis Charts on the various animals.
- Create an animal zoo with these lesser known animals.
- Compare and contrast the different animals found in the story.
- Connect to dissection in biology by using owl pellets.
- Research the eating habits of the various animals in the story and compare them to what humans should eat.

Additional Resources

<http://www.amazon.com/Little-Sister-Hare-Dragonfly-Books/dp/051788576X> - purchase the book

http://education.ti.com/educationportal/activityexchange/activity_detail.do?cid=us&activityid=4944 - math

http://prism.camden.k12.ga.us/sample_lessons.htm - more and less

<http://www.amphi.com/~technology/standards/lessons/gutierrez2.html> - using literature to develop number sense

<http://www.msu.edu/~whitman4/literacy.html> - story map - language arts connection

<http://www.childfun.com/modules.php?name=News&file=categories&op=newindex&catid=8> food ideas

<http://www.mypyramid.gov/kids/index.html> - information about the food pyramid and wonderful activities

内裤

袜子

鞋

外套

领带

帽子

豌豆

谷物

蔬菜

水果

奶制品

肉